Assistive Technology

21st Century Learning Lab
February 23, 2011

21st Century Learning Lab

- [Launched](#) in September
- Topical Exploration of Educational Technology (Podcasts, Webinars, Blogs, LC Communities)
- [Upcoming topics](#) and webinar dates
  - Copyright in the Information Age (March 23rd)
  - Technology in the Fine Arts (April 27th)
  - Virtual and Online Learning (May 18th)
- Subscribe to podcast and see updates in iTunes

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Assistive Technology

- Webinar co-hosts
  - Vicki Hershman – PATINS Project
  - Jana Horvath, Marilyn Cahalan, Reta Swingler, Marilou Vander Griend – South Bend Community School Corporation
  - Julie Kuhn – Warsaw Community Schools

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PATINS PROJECT @ CIESC

Promoting Achievement through Technology and Instruction for ALL Students

CIESC State-wide Sole Source Provider Grant
from the
Indiana Department of Administration/Indiana Department of Education

PATINS MISSION

- To assist local educational agencies in the utilization and creation of accessible learning environments and instructional materials (with or without the use of assistive technology) so every student can participate and progress within their educational program.

PATINS PROJECT OBJECTIVES

➤ Provide a state-wide technical assistance network to support local educational agencies in developing their capacity to provide assistive/accessible technology devices and services for students with special learning needs.

➤ Provide a complete state delivery process designed to support the IDOE and LEAs in addressing the statutory NIMAS requirements of the Individuals with Disabilities Education Act of 2004 – ensuring students with print disabilities have access to specialized formats of K-12 print instructional materials in a timely manner.

PROJECT SUPPORTS TO SCHOOLS

> Acquisition, training and use of assistive and accessible technology devices and services;

> Provision of specialized formats of K-12 print textbooks and core instructional materials for students who have an indentified and certified print disability;

> Technical assistance and training on how to create accessible instructional materials, for use in the classroom, using a universal design for learning approach. This approach requires that the curricula (materials, teaching strategies, standards and assessment) is designed to meet the learning needs of a widely diverse classroom.

GOAL OF SUPPORTS

MINIMIZE BARRIERS

➢ The goal for providing these supports is so ALL students can access, participate and progress in their educational program and demonstrate the highest level of academic achievement possible.

MAXIMIZE LEARNING

PATINS PROJECT DELIVERABLES

FIVE REGIONAL SITES

- Local & Regional Consultations
- Local and Regional Technical Assistance
- Local and Regional Professional Development
- Lending Libraries
- Universal Design for Learning
- Refurbished Computers
- Vendor Discounts

INDIANA CENTER FOR ACCESSIBLE MATERIALS

- Web Based
- Secure On-line Student Registration and Ordering
- State-wide Training
- Technical Assistance
- Free Software Tools
- Public Informational Portal

PATINS MANAGEMENT STAFF

Vicki Hershman
Project Director & ICAM
Manager

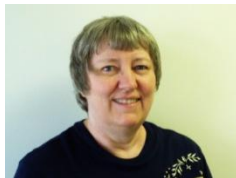Glenda Thompson
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PATINS REGIONAL STAFF

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Jeff Bond
Central Coordinator

Tina Jones
SE Coordinator

Sandy Stabenfeldt
SW Coordinator

FOR MORE INFORMATION

- **PATINS PROJECT**
  http://www.patinsproject.com

- **PATINS ICAM**
  http://www.icam.k12.in.us

REOURCES

➢ PATINS AT Rapid Fire Blog
➢ PATINS On-line Training Tutorials and Videos
➢ PATINS Training Opportunities Calendar

Also, information available through the PATINS

South Bend Community School Corporation

- Team members:
  - Jana Horvath (Speech/Language Pathologist
  - Marilyn Cahalan (Occupational Therapist)
  - Reta Swingler (Occupational Therapist)
  - Marilou Vander Griend (Special Education Teacher)
    - All members have half-time release from other duties

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What we did

- Wide variety
  - Switches, switch activated devices, environmental control, Aug (some Dynavox, some Proloquo2Go, Boardmaker, iPods), NEOs, Dragon Naturally Speaking, Fusion, Kindles, Spellers, Pulse Pens, Quicktionary Pens, etc.
  - Includes VI students-Braille Lite, Notetakers, PocketView
- Not part of an initiative. Currently serving around 100 students to varying degrees.
- Initially we were trained by Purdue. We, in turn, train staff in the use of student-specific recommended AT. All training is done within the confines of the school day.
- Generally can get grant money for any hardware we need. Administration is very supportive.
- All hardware is for home and school use.

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How we did it

- Evaluation procedure
  - IEP Request for evaluation
  - Parent permission
  - Conduct eval (observations, collaboration, staffings, trials, training)
  - IEP to conclude eval and recommend ongoing services
- Team/teacher/parent/student communication
  - Ongoing maintenance/repair/reevaluation

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Our results

- Often do not get feedback from teachers/ parents if tech is not working
  - Difficulty maintaining constant communication
- When it works, it is really good! If it is not working, we need to go back to the drawing board.
  - Sometimes we are not aware when a re-eval is needed.
  - Need to have teacher buy-in. Teachers change each year.
- What advice do you have?
  - Buy lots of batteries
  - Let go of the old technology when something new comes along
  - Listen to parents.

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What's next?

- Future plans
  - Hope to have continued funding and support
  - AT has been written into 100+ IEPs
- Any additional hardware/software/web2.0 tools
  - ? Many Web 2.0 tools have been restricted.
- Adding new groups of students?
  - NIMAS
  - More focus on preschool/Life Skills

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Warsaw Community Schools

Julie Hradel Kuhn

Special Services Coordinator

What we did

Via Grants and District Initiative, we use:

- Portable Word Processors (Alpha Smarts, Neo's)
- Interactive Whiteboards
- iPod Touches, iPads, Kindles
- Mayer-Johnson Boardmaker Pictures, Communication Devices,
- Co:Writer, Write:Outloud, Read:Outloud

- Students who use these qualify in all eligibility areas. Software and hardware can go home, depending on the need.
- Professional Development is provided

How we did it

- We have had a student loan/evaluation program since 1997. We use PATINS to borrow equipment and for training/support and we rely on vendors, as well.

- Communication is provided via case conferences, phone calls, email, training sessions.

Our results

- We have taken data at various times throughout the years. Communication is key.
  - Student feedback
  - Teacher feedback
  - Parent feedback
- In general, very good growth and feedback. This is best when a well thought out plan is in place.
- Advice: Avoid the "Expert Model."

What's next?

- Future plans- Go more in depth with existing technology while delving into the new and exciting technology.

- As a district, we are working with web2.0 tools (YouTube, Cloud Computing, Blogs, Wiki's) for both PD and UDL principles geared toward student learning.

- Tech is increasingly available across the full spectrum of students in both general education and special education.